



# PALE HORSE, PALE RIDER

Subject: American Literature | Current: 2009 | Grade: 9-12

Day: 1 of 3

## 1 Purpose

Explore the human condition during the 1918 influenza epidemic

## 2 Duration

3 lessons, 50-60 minutes each

## 3 Additional Topics

Black spirituals; alienation due to catastrophe

## 4 Objectives

Define the literary element of stream-of-consciousness  
Apply student experiences to historical catastrophes such as pandemics

## 5 Standards Addressed

HUMAN AND ENVIRONMENTAL  
INTERACTIONS: RESOURCES, HAZARDS, AND  
HEALTH

### Ninth Grade Social Studies

**GHW.9**

Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases.

Example: Europe (Black Death, Bubonic Plague): spread from Central Asia, dramatic decrease in population (fourteenth century); North America (Native Americans): Europeans bringing smallpox and measles to New World (1500s); World: the cholera pandemic (1700-1800s), Influenza Pandemic (1918-1919), the AIDS epidemic (1900s); Asia and United States: the potential for a bird flu pandemic and the response by the United States with the help of the Centers for Disease Control (2007)



### Ninth Grade English/Language Arts

9.3

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

### Tenth Grade English/Language Arts

10.3

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>) illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

### Eleventh Grade English/Language Arts

11.3

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (available online at <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

### Twelfth Grade English/Language Arts

12.3

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

## 6 Vocabulary

armistice; writhing; delirium; c'est la guerre;  
noncombatant; antimacassar; plague; pandemic



## 7 Materials

----- copy of the novella Pale Horse, Pale Rider; news articles and photographs related to the 1918 influenza epidemic. News articles related to the H1N1 flu  
[www.pbs.org/wgbh/amex/influenza/](http://www.pbs.org/wgbh/amex/influenza/)  
[www.pandemicflu.go/](http://www.pandemicflu.go/)

## 8 Additional Resources

----- school library; videorecording equipment

## 9 Procedures ----- PALE HORSE, PALE RIDER

### A) Introduction

The teacher will introduce the concept of stream-of-consciousness. Students will complete a short writing exercise utilizing this literary device. 10 minutes

### B) Development

Students brainstorm contemporary settings around the theme of a pandemic. 10 minutes

### C) Practice

Organize a Reader's Theatre. Students read and dramatize selected narrative parts of the novella and present that to class. Day two of lesson

### D) Independent Practice

Student imagines that s/he is a television reporter, constructs a short report on a flu epidemic or other pandemic, and presents it to the class. Day three

### E) Accommodations

Students who may not have the skills to read the novella may need to listen to it on tape. The lesson also draws on multiple intelligences including kinesthetic, verbal, physical, interpersonal, and visual activities.

### F) Checking for Understanding

Students write a paragraph displaying the thoughts, feelings and images in one's mind during a similar catastrophe using stream-of-consciousness. 5 minutes

### G) Closure

Conclude discussion on stream-of-consciousness as a literary device. Since the title Pale Horse, Pale Rider is derived from a Black Spiritual, the teacher reads the song lyrics to introduce the next lesson. 3 minutes



## CAREER IN HOMELAND SECURITY:

### INSTRUCTIONAL SYSTEMS SPECIALIST, COMBATING TERRORISM, CUSTOMS AND BORDER PATROL, SECRET SERVICES, CIA, FBI

- Federal Bureau of Investigation: [www.fbi.gov](http://www.fbi.gov)
- Federal Emergency Management Agency: [www.fema.gov](http://www.fema.gov)
- U.S. Department of Homeland Security: [www.dhs.gov](http://www.dhs.gov) goes here
- U.S. Immigration and Customs Enforcement: [www.ice.gov](http://www.ice.gov)

## 10 Evaluation

Rubrics based on 1) ability to identify and emulate stream-of-consciousness; and 2) ability to apply the historical context of Pale Rider to a contemporary setting.

- Concept Map (Assessment Rubric)

Criteria	Excellent	Good	Satisfactory	Unsatisfactory
Structure	non-linear structure that provides a very organized picture of your ideas	non-linear structure that provides a complete picture of your ideas	non-linear structure that provides a picture of your ideas	inappropriate structure
Relationships	relative importance of ideas is indicated and both simple and complex relationships are very effectively mapped	relative importance of ideas is indicated and relationships are very effectively mapped	relative importance of ideas is indicated relationships are mapped	no differentiation between ideas; no evidence of meaningful relationships
Communication	information is presented clearly and allows for a high level of understanding	information is presented clearly and allows for a good level of understanding	information is presented clearly and allows for a basic level of understanding	information is not clear, very difficult to understand



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## 11 Teacher Reflection

----- To be completed by teacher

## 12 Resources & Media

----- Pale Horse, Pale Rider

- National Public Radio. Why Libraries Should Stock Pale Horse, Pale Rider. All Things Considered, October 23, 2006. [www.NPR.org/template/story/story.php?storyId=6184364](http://www.NPR.org/template/story/story.php?storyId=6184364).
- Poe, Edgar Allan. The Masque of the Red Death. Internet and hard copies available.
- Bergman, Ingmar. 1957. The Seventh Seal. Criterion CD. Black and White edition.
- Lawrence, Francis (director). I Am Legend. 2007. Warner Bros. Studios. Based on Richard Matheson's I Am Legend (1954).
- Pale Horse, Pale Rider by Katherine Anne Porter (1939).
- [www.pbs.org/wgbh/amex/influenza/](http://www.pbs.org/wgbh/amex/influenza/)
- [www.pandemicflu.go/](http://www.pandemicflu.go/)
- Federal Bureau of Investigation: [www.fbi.gov](http://www.fbi.gov)
- Federal Emergency Management Agency: [www.fema.gov](http://www.fema.gov)
- U.S. Department of Homeland Security: [www.dhs.gov](http://www.dhs.gov)
- U.S. Immigration and Customs Enforcement: [www.ice.gov](http://www.ice.gov)